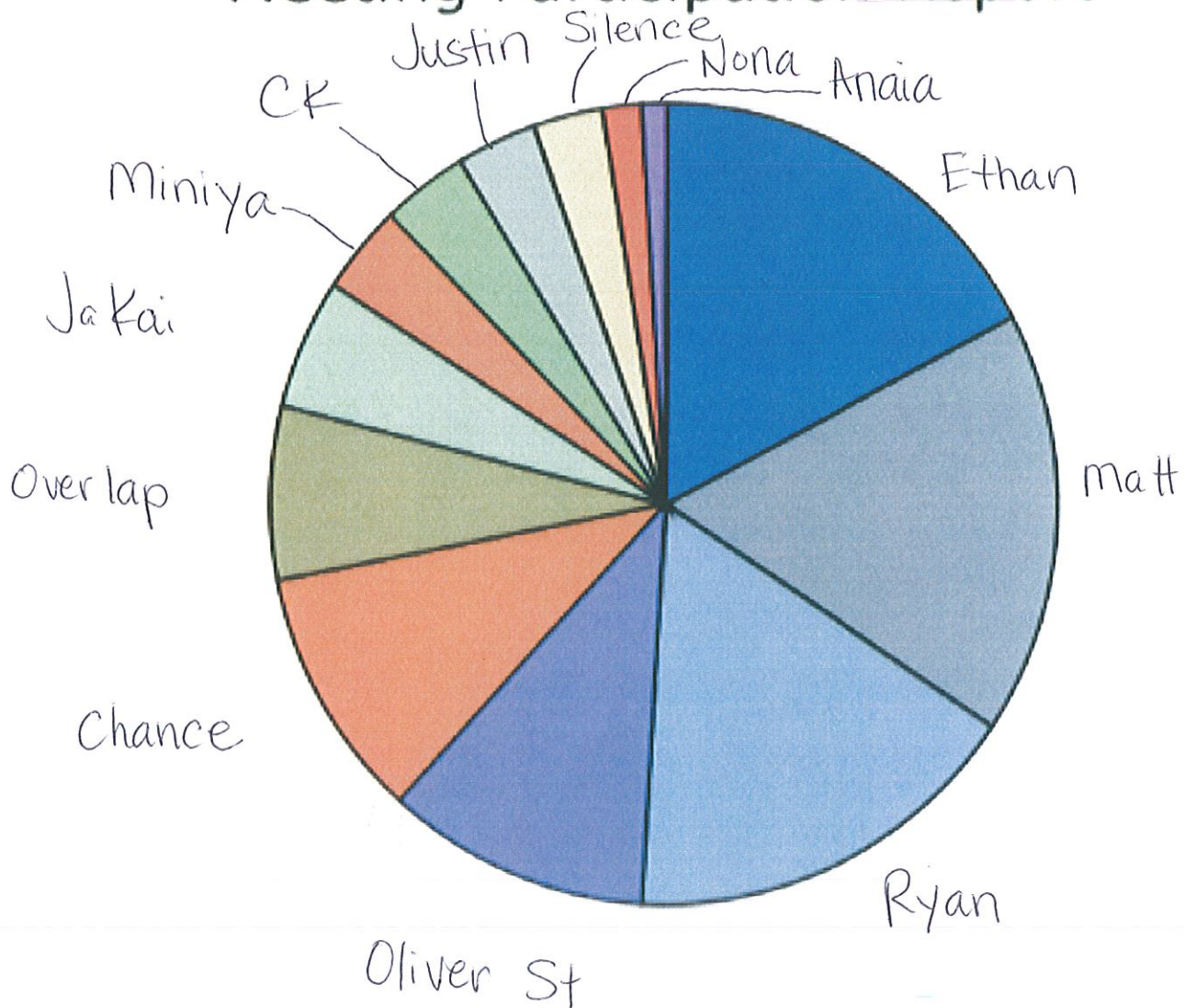
















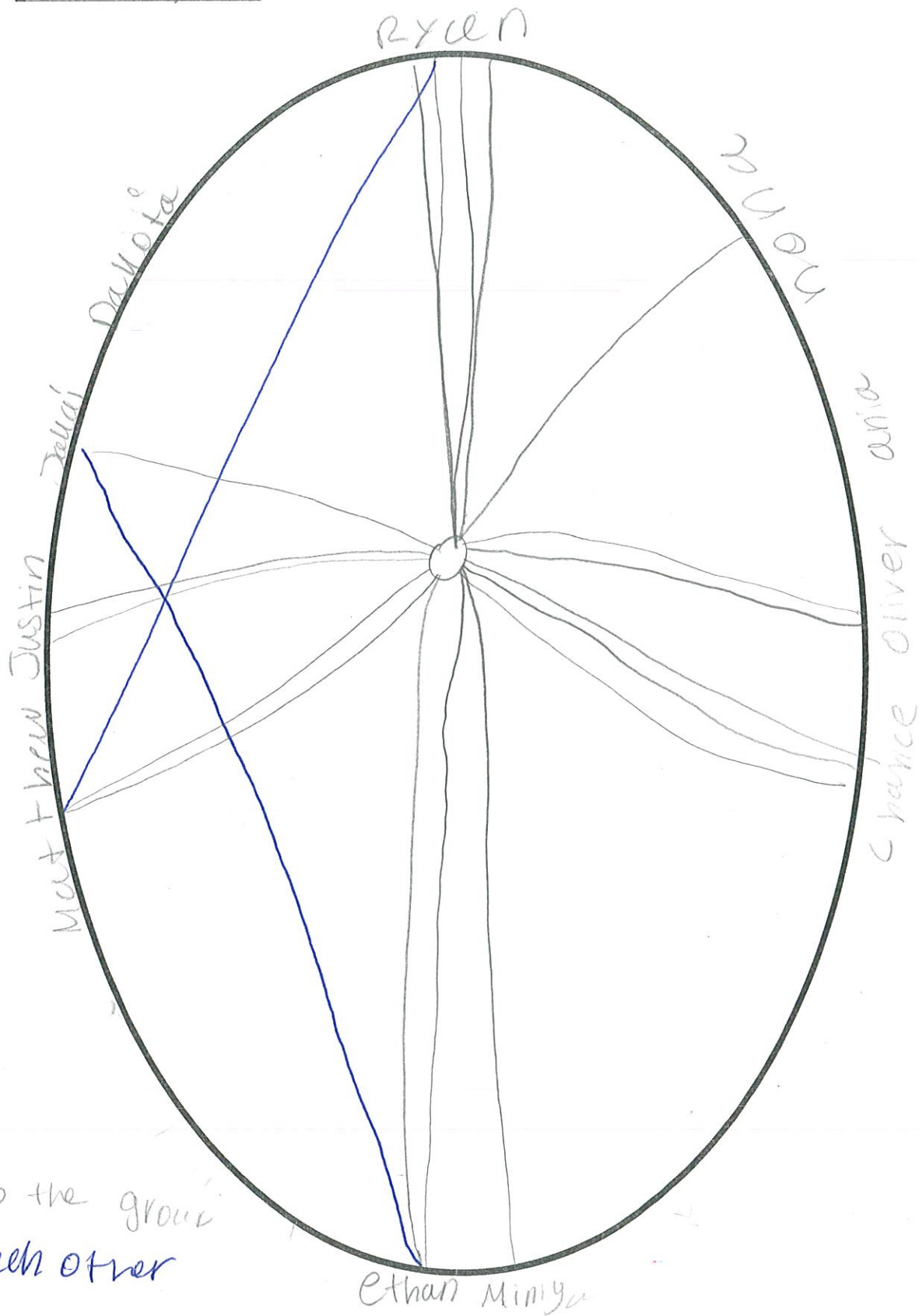
Meeting Participation Report



Participants	Time	Percent
 Ethan	0:01:37	17.3%
 Matt	0:01:35	17.1%
 Ryan	0:01:32	16.6%
 Oliver St	0:01:00	10.8%
 Chance	0:00:56	10.2%
 Overlap	0:00:39	7.0%
 Jakai	0:00:29	5.2%
 Miniya	0:00:20	3.6%
 Ck	0:00:19	3.5%
 Justin	0:00:18	3.3%
 Silence	0:00:15	2.8%
 Nona	0:00:08	1.6%
 Anaia	0:00:05	1.0%
 Dakota	0:00:00	0.0%

Teacher MS. Copiak-Hellin
Class Ancient Civics, C.
Date October 17, 2014

Harley

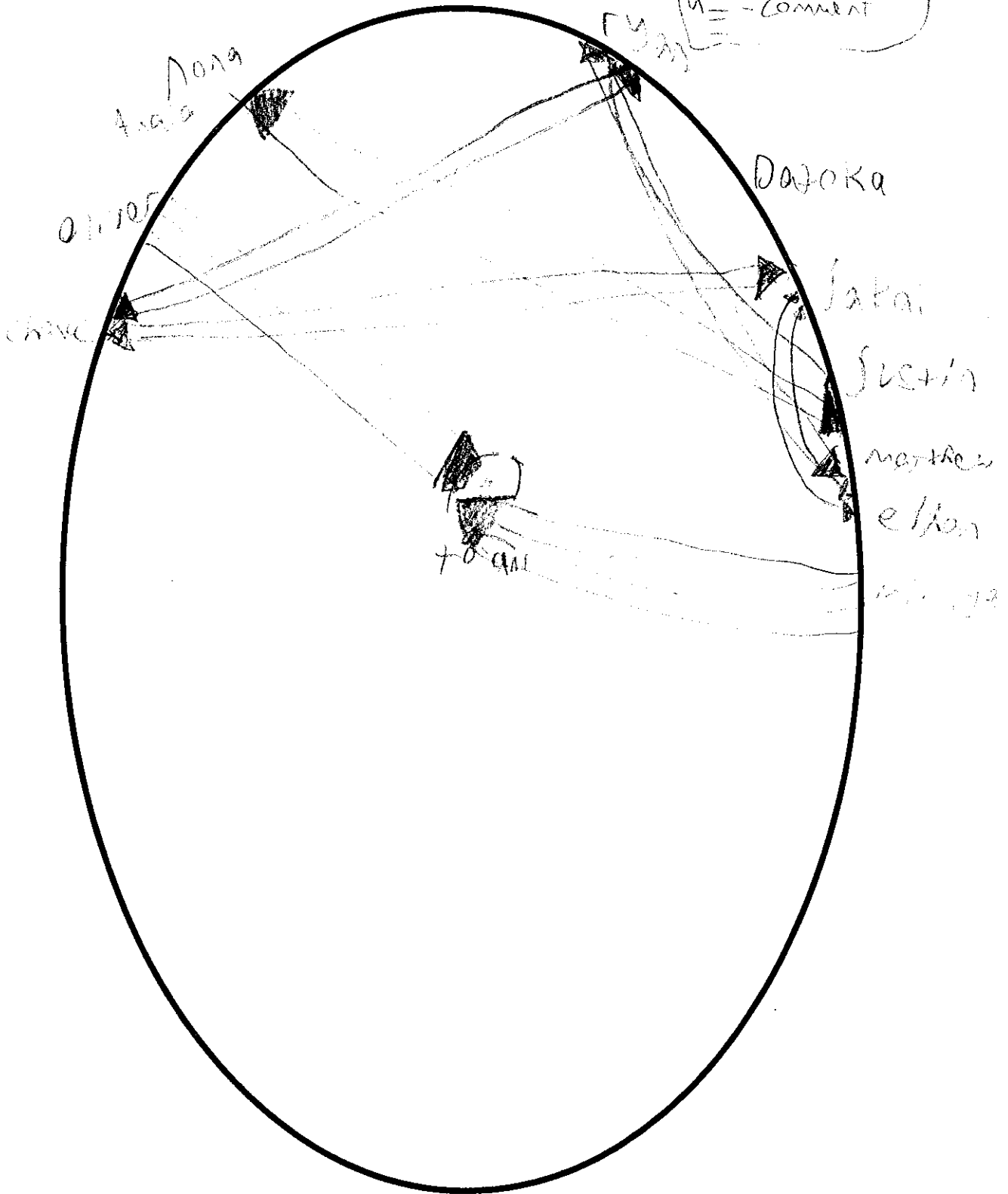


1 = to the group
2 = each other

Teacher MS, LH
Class ACIO, CIV
Date 10/11/14

Daniel
Hansel

1 - question
2 - answer
3 - discussion
4 - comment



Group skills observation checklist

Instructor:

M

F

in class

Observer: Zoe D

Observe your group discussing the assigned topic. Each time somebody offers a contribution to the discussion, write a slash mark in the box or boxes that show which skill he/she used.

		Totals
<input checked="" type="checkbox"/>	1. Contributing Member contributes to the group discussion.	
<input checked="" type="checkbox"/>	2. Getting to the Point Member makes contribution taking no more than 15 seconds to make the point	
<input type="checkbox"/>	3. Listening Member waits for at least 3 seconds before responding to what the last person said	
<input checked="" type="checkbox"/>	4. Reflecting Member begins contribution by repeating part of what a previous person said	
<input checked="" type="checkbox"/>	5. Drawing out Member identifies something specific and important in what the last person said and asks him/her to explain it further	

Teacher Ms. Ch

Date 10/11

Class _____

Name or position at table	Interruption	Question	Text reference	Connection to previous comment or work	Name reference	Comment to teacher
Nona						
Ania						
Oliver	 					
Chance	 					
Yanya						
Simon						
Marissa	 					
Yanya						
Simon						
Yanya						
Simon	 					
Yanya						

Dyan
Steen

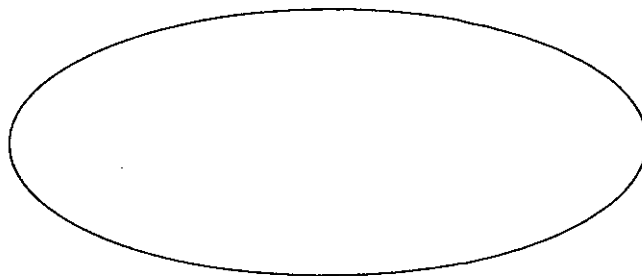
The teams are turning on each other.

Teacher Ms. CK

Bryant

Date 10-17-14Class Ancient Civ.

Name or position at table	Interruption	Question	Text reference	Connection to previous comment or work	Name reference	Comment to teacher
Chanel	1		1			
Olivers.						
Ryan			1			
Dakota						
Ethan			11			
Nova						
Jakai	1					
Matthew			11			
Justin			1			
Anica						



Class: Isabella Wirth/C Black

Date: October 17, 2014

Topic: Should the Apple Store Be Built?

Write the initials of the person who spoke on the left and a brief summary of what you thought was important about what they said.

Initials	Summary of ideas
EG (Ethan Gadson)	Money can't buy things is NOT true maybe people could get the plague by taking a tour of the Apple store
JM (Jakai)	Keep the ruins and make a museum if you want to keep it
EG	what will bring in more money - a museum or an apple store
RB & CH (Ryan and Chene)	Reading said they knew the ruins would be there
MR (Matthew)	This isn't ANY apple store - it's a flagship store; so it must be important
OS (Oliver Stevens)	they said it <u>MIGHT</u> be a storage area, not that it <u>WILL</u> be
RB	You don't need 2 floors for an Apple store - probably there will be a storage area
JB (Justin)	The reading says there will be an info sign to explain the tiles on the floor and to honor the hospital
MR	some people are uneducated and don't know the plague has died out - they might get scared of getting the plague, therefore not going
CH	Not mentioning the ruins of the hospital is dishonoring it